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ABSTRACT

This Region IV conference called by the Secretary of Health, Education, and Welfare, brought together 280 participants from eight southern states to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some highlights from group discussions during the 2-day conference are: (1) School administrators apparently do not desire to change curriculum to meet needs of industry, (2) Business and industry have vast resources that could be utilized by educators in the development of career education programs, (3) The cluster concept should be evaluated in light of present demands of the economy, with adjustments where necessary, (4) A closer relationship is needed between academic and vocational education, and (5) Teachers should be given an opportunity to improve through preservice and inservice teacher training. Summaries of other conference activities are included. Other regional conference reports are available as VT 013 385-013 387, and VT 014 205-014 210, and VT 014 228 in this issue. (SB)

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# SUMMARY

1971

# THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

ATLANTA

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

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## ACKNOWLEDGMENTS

On behalf of the Secretary of HEW and the Commissioner of Education, the regional office acknowledges the contribution of all who attended the Secretary's Regional Conference on Vocational Education. Special acknowledgement is expressed to the Speakers, Reactors, Group Leaders and Recorders for their outstanding contribution leading to the success of this conference.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET N.E.
ATLANTA, GEORGIA 30323

July 16, 1971

OFFICE OF EDUCATION

The Honorable Elliot L. Richardson
Secretary, Department of Health,
Education, and Welfare
Washington, D.C.

Dear Mr. Secretary:

This report reflects the consensus of the participants who attended the Regional Conference which was held in Atlanta, Georgia, June 2 - 3, 1971.

The highlights of the conference indicated a need to reshape the educational system in a more realistic approach that represents a balance between academic and vocational education. This approach should provide an opportunity for all students to develop to their full potential.

Sincerely yours,

C. J. Martin

C. J. Martin
Regional Commissioner

## INTRODUCTION

As a result of questions raised concerning vocational education, the Secretary of HEW asked the Office of Education to hold ten regional conferences in order to gather facts about vocational education.

To accomplish this, it was decided that information should be generated at the local level from knowledgable and concerned people to determine the role of vocational education toward a career program that would be responsive to the needs of youths, adults, and the needs of the economy.

Crucial to the development of such a career program in the 70's is flexibility in preparing students for immediate employment or further education. Also the acceptance of a greater responsibility on the part of the school system and the community for the training of its youths, and adults is essential.

This report reflects the reactions of the participants attending the conference held on June 2 - 3, 1971 in Atlanta, Georgia, at the Cabana Motor Hotel. In addition to representation from all eight states within the region, six (6) other states and the Office of Education in Washington, D. C. were represented. Five hundred and sixty (560) persons, representing various levels of the community, were invited to attend the conference; of these two hundred and eighty (280) attended. (see Appendix)

The conference format was designed to provide everyone an opportunity to become involved and freely express his ideas and concerns. In an effort to stimulate and provide a base for articulation among the conferees, key speakers were invited to address themselves to selected objectives. Subsequent panels of reactors were selected to react to these objectives. Small discussion groups followed each presentation during which time the conferees were provided an opportunity to react; not only to the speakers, reactors and the objectives, but in any way they thought pertinent to the discussions concerning the issues of vocational education.

In order to provide some continuity and to assure that the purpose of the conference had been accomplished, the following objectives were developed by the U. S. Office of Education. Although these objectives do not represent the scope of the conference or cover all the issues discussed, they do represent a discussion guide used by the group leaders to focus attention on the purpose of the conference and elicit accurate responses concerning the strengths

## Introduction

and weaknesses of Vocational Education.

1. To assess the present program of education in terms of the extent to which it meets the career education needs of youth and adults in the community.

2. To assess the present program of education in terms of the extent to which it meets the needs of the economy.

3. To determine the role of vocational education in meeting the career needs of youth and adults and of the economy.

4. To suggest means by which the existing educational system can be improved in efficiency and effectiveness in order to insure the preparation of students for either employment or further education.

5. To identify the areas of improvement in the educational system for which vocational education should be responsible.

Conference Report

WELCOMING REMARKS BY FRANK J. GROSCHELLE
REGIONAL DIRECTOR, HEALTH, EDUCATION AND WELFARE
REGION IV

"In the sixties we witnessed an awakening of the conscience of America to the plight of the people in their struggle to find employment to support an adequate level of living. We found a number of deficiencies in our educational system."

"The development and changes in science and technology have changed the manpower requirements in the labor market and they are going to change it even more drastically."

"And there is no short range solution. We must be constantly looking for intermediate and long range solutions to benefit both the individual and welfare of our society."

"It has become apparent and quite evident that simply providing people with job skills is not enough. It must be the responsibility of education to help the individual find his meaningful role in society, one in which he can make a significant contribution and accept increasing responsibility and, above all, in his own destiny discover that he is himself".

## QUOTES FROM SPEAKERS AND REACTORS

TOPIC: THE PRESENT STATUS OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS

"It needs no documentation that the complexity of the technological society that has become increasingly complex in recent years has left little place for the uneducated, untrained and unskilled.

. . . It has been a matter of record for a long period of time in educational literature, that increasingly, the complexity of the world in which we live reduces the opportunity that individuals have of finding their place in that society.

. . . If you look at that record with some degree of understanding, at the moment however, it is essential that we put on the record the fact that for approximately fifty percent of our students public education is not doing the kind of job that it must do.

. . . Change, as we all know, does not come easily. It is the most difficult part of the whole job of those of us who are concerned with public education. We have no monopoly on the resistance that is part of this problem of accomplishing and achieving change. It is part of our society in general, but at the same time, we have evidence that there is a crystallization and a rigidity about education and the educational structure and the educational program that raises some real questions about our purposes and our directions.

. . . I am not certain that we have really committed ourselves to that goal wholeheartedly in times past.

. . . I certainly know that the development of vocational education, as a separate entity in education, separate and apart from the whole of public education, has made it difficult to accomplish the task that is before us.

. . . The fact that in a given high school the registration period, for example, calls for ten additional English classes. Those ten additional English classes are scheduled.

. . . If the registration period, however, results in an obvious need for ten more vocational courses, or ten more

vocational classes, to meet the needs of the people in a given school, the typical result or the typical situation is that those students go on a waiting list, a waiging list until it is possible to organize the number of vocational courses that are needed.

. . . We have an obligation to put vocational education into that mainstream and give it its relative and proportionate part of the resources that are available in terms of the relative urgency or relative priority of those needs.

. . . It cannot and will not be done unless there is additional work to establish the fact that vocational education and the rest of education are one and the same. They are part and parcel of the same thing.

. . . Now, all of the students in our schools should have career education. We are not talking about a small group. We are talking about all of the students who are going through our schools.

. . . We are not now providing needed career opportunities for the young people in our schools.

. . . I've seen vocational education properly used serve as the motivating device and medium that made it possible for young people to accomplish their goals. Whereas the straightforward academic approach would not be of interest to them at all.

. . . We have an obligation to emphasize work experience, not only that which is designed to choose a career but work experience that is specifically designed to help a young person feel that he is directly involved in the world in which he lives."

John W. Letson
Speaker

TOPIC: THE PRESENT STATUS OF TOTAL EDUCATIONAL SYSTEM IN MEETING MANPOWER NEEDS

"As Regional Manpower Administrator, I am particularly interested in and concerned about the readiness of persons to obtain and hold gainful employment.

. . . In a larger sense, we are really concerned with three different groups. These would be those persons who are youths still in school preparing for their first full-time work experience. The second group are those who are out of school and who are currently unemployed due, in part at least, to inadequate preparation for work and, finally, those who are working but at lower skills than they are capable of performing with additional training.

. . . There is enough information that has been put into the planning pipelines of the Regional Development Commissions of Appalachia and Coastal Plains to give rise to some concern and to hopefully stimulate all of us into some concerted and coordinated action that would collectively move us toward more effective resource planning and utilization.

. . . We can all understand that financial resources are an absolute must.

. . . As a result of changes brought about by the 1963 Vocational Education Act, unemployment rates are significantly lower among graduates of high school vocational programs than among youth who complete high school without vocational training.

. . . Obviously, however, good vocational education programs are reaching far too few students.

. . . As long as young people continue to leave school without adequate preparation for employment, they will need "second chance" training . . . these high school graduates must pay for an additional year or two of training in business and technical schools in order to prepare themselves for employment.

. . . The guidance provided to our young people in helping them through the educational maze must somehow relate more closely to the realities of the world.

. . . We need to improve the kind of information that is used by these counselors so that their influence and advice will be more meaningful and hopefully reduce the flow into the already over-crowded pool of unprepared people.

. . . In many of our labor market areas there are several different schools which can, and sometimes do, duplicate or compete with each other's training programs.

. . . Since there are a substantial number of people who are working below their capacity who need training in order to move up the ladder to better paying jobs, we need to expand our efforts in this area.

. . . The working group is particularly difficult to reach.

. . . We cannot write off a generation of hundreds of thousands who so urgently are in need of help.

. . . We can question why so many high school graduates must go on to two more years of school in order to qualify for employment.

. . . We are challenged to ask how we can use the various Federal and State programs to upgrade a heavily under-utilized labor force.

. . . We are challenged to establish that relationship between the individual, the educational systems, and the real work world that would make that training being provided more meaningful."

William U. Norwood, Jr.
Speaker

## REACTOR PANEL

"If we are to continue to move forward, and we must do so at a greater speed, then we must have this commitment.

. . . He (the speaker) brought out separateness. I have the feeling that we are losing some of this separateness. Years ago we talked about two systems of education, general

and vocational. I think that separateness is what we are talking about. I think we are losing that and certainly we are going to have to lose it if we come up with a program that will serve all the students.

. . . In your presentation you recommended very highly career education for all young people and I would have to agree with you up to a point, and that depends on how do we define "career education." I haven't found two people yet whose definition would be exactly the same.

. . . I think career education should begin with the first grade and go through high school. But, when we get to the high school, opportunities to acquire occupational skills must be provided.

R. D. Anderson
Reactor

"I would say that the career opportunity that I was talking about has to be individually tailored to meet the needs of the individual student. That is the heart of education. Those structural road-blocks that are a part of education that get in the way of the implementation of that goal must be eliminated. We must get about the business of providing for the needs of individual students."

John W. Letson

"I just can't let the opportunity go by without endorsing exactly what (the speaker) said about the importance of work experience and the problem of dealing with the summer impact which is created by the three quarter system."

William U. Norwood, Jr.

"A person will not be able to become productive in our society unless he learns to work with others and adjusts to the various situations he will encounter in life.

. . . Schools should become more sensitive to the reasons for drop-outs. These are the persons who are flooding the job markets unprepared. They are largely high school graduates who have no occupational skills.

. . . This unattended group can be productive and find their rightful place in society with some attention and a helping hand.

. . . I personally feel that we dodonot give enough attention to students identified as low-achievers; consequently they grow into unproductive adults.

. . . There is a demand for employers to lower their standards for interlevel jobs and rightfully so in many instances; however, at the same time, there must be efforts put forth to upgrade the skills of potential employees.

. . . Education and training should be compatible with labor forecast."

Mrs. Lucy S. Pennington
Reactor

"Our speaker said we are doing a good job of fifty percent. I think he is a little optimistic for out in our country we are doing that for about twenty percent, I think. We are missing about eighty percent.

. . . and this thing of ca_eer education is something that we haven't heard much about until recently, but it comes near describing what my philosophy is of education than anything I have heard.

. . . Career education is going to have to begin at the first grade level. Or it may just have to go back behind that and start with the parents before the child is born.

. . . We, as educators, have got to develop a program of career education that will provide opportunities to every boy and girl, every man and woman in this land, to get the education of the type, of the quality that will enable them to make their greatest contribution to themselves, their families and to this society of ours."

A. P. Fatherree
Reactor

TOPIC: THE RELEVANCY OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF THE ECONOMY

"Today, industries cry out for craftsmen, skilled craftsmen. . . . mechanics that possess the knowledge and capabilities that will enable these industries to compete in today's demanding society.

. . . As the shipbuilding industry grew, so grew the demand for skilled craftsmen, craftsmen that, because of technological changes in the industry, had to possess more skill in their selected trade than did their predecessors . . . so it goes from year to year as the industry grows.

. . . The majority of our MDTA programs have been coupled, that is, a pre-employment phase . . . coupled with on-the-job training (OJT).

. . . Yet the need for additional vocational training still exists . . . the numbers truly interested and motivated toward vocational training does not meet our needs.

. . . Vocational education is still a 'sometime thing' . . . it is still in its infancy, with no real push from the education institution, particularly at the high school level, to make it a partner . . . with industry.

. . . Compared with the total population, a relatively small proportion of youths and adults have had the advantage offered by vocational and technical education.

. . . We (Ingalls) diligently and earnestly solicit trainees from all walks of life.

. . . We must keep our centers staffed with dedicated instructors, men of high calibre and esteem, men who stay abreast of the techniques required by our production people.

. . . We at (Ingalls) look forward to the day when we can get out of the business of training, thereby allowing us to devote all of our energies toward building ships faster and more economically because we will have the necessary skilled craftsmen.

. . . Our educational institutions must be caused to stop catering to the 20% who will graduate from college . . . they must address themselves to the 80% that need vocational training.

. . . Presently, sufficient numbers of true mechanics do not exist . . . they can exist in the future only through the means of an increased emphasis on vocational training.

. . . Education can and must shoulder the responsibility of vocational training, but before this can be accomplished the attitude of parents and counselors, in my opinion, must be redirected toward the development of the youth and away from a self-satisfied ego.

. . . The technological work world is one of specialization and sophisticated skills and being a bright young man cuts relatively little ice with employers looking for skills to do some specific kind of work."

Bruce Bradley
Speaker

## REACTOR PANEL

"I think the greatest central potential gain for the South's economy realistically assessed is not through additional and new or extended programs of secondary or collegiate education so much as an emphasis upon vocational and technical education.

. . . I see no other great opportunity in this decade for us to make such a great stride as through vocational and technical education which within itself has the power to do something like almost doubling the South's per capita income, because it can serve the millions of people right now who are so underemployed, underutilized, and under-educated or not equally educated.

. . . I believe completely in youth going as far as they can in any direction they can, in their own individual development and fulfillment, but it's extremely important that we expand the options and that we improve the access, that we strengthen the quality, and then greatly improve the image of vocational education."

Felix Robb
Reactor

"I think at the high school level particularly we need to analyze the performance capabilities that are desired of the trainee. The content of the course should be derived from an analysis of the desired behavior after graduation.

. . . We need a much stronger commitment on the part of the people making the decisions. We need more than words; we need their commitment in fact.

. . . I really believe that vocational education is something that 80% of our high school graduates in particular would need.

. . . Legislatures, community leaders, school administrators; all the people at the decision-making levels haven't had the proper commitment.

. . . We look for reasons not to train these young people. We keep building in regulations and restrictions.

. . . I don't see enough of the people who are actually doing the instruction sitting down with the people in industry and talking over the kind of training that should be provided.

. . . And, of course, I think also that we have too little research in vocational education."

Purvis Collins
Reactor

"As (our speaker) said, the 20% of the people who are going to get through college are going to get through, but there are some, with no reflection on them, that had better be learning a trade rather than wasting two years in college.

. . . We worked very closely with many of the high schools. . . and the vocational trade schools in the . . . area, and the problem that we found is that they are reluctant to adapt their courses to fit the changing technologies, so consequently you get a half-trained person.

. . . I was terribly impressed . . . these young people coming out of high school with a trade that is saleable on the market today. I am sure this can be done with many, many, many young people. I don't think the effort is being made to direct them because there is, as has been said before, a stigma on being in vocational education.

. . . We've got to stress that they are learning a trade, they are learning a livelihood, they are learning a way of life, and it is not a stigma."

U. D. McDonald
Reactor

TOPIC: THE RELEVANCY OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF YOUTH

"Realization of the important fact that all individuals are not bound for post-secondary education and that everyone should not be, but all have a contribution to make to our society, has resulted in a comprehensive program of vocational education in our schools.

. . . At present, we have many programs in our schools supposedly preparing young people for their careers or the next step toward them. We have business classes without adequate office machines, math classes with string compasses, English taught by instructors in unknown tongues, chemistry and physics taught in physical science labs, and social science classes without globes.

. . . The list continues with agricultural education, home economics, marketing and distribution, industrial education, all languages, and every subject are included.

. . . We are educating leaders for tomorrow without the basic necessities of today.

. . . We are trying to run factories that produce our most important products without adequate equipment, supplies and foremen.

. . . We are stifling the quality of our products because we are not willing to give them the financial support they desperately need.

. . . We must invest more.

. . . It is unbelievable that we live in a society that spends considerably more on our national defense than our educational process.

. . . Surely we need a strong defense for our country, but we also need well-educated youth to insure our future existence as a country at all.

. . . To better meet the career education needs of youth, more educational appropriations are needed from our local, state, and Federal governments.

. . . Without striving for a betterment of our total educational system, I feel we cannot educate the young person with the abilities to properly meet his career needs.

. . . Today there are so many careers a student can choose to follow that many times students are not even aware of them or their offerings to the student.

. . . Experiences students gain from cooperative programs are unmatched by any other source.

. . . In order to meet the career education needs of youth, certain new experimental programs should be instilled in our schools.

. . . Students need to gain a knowledge of public relations through public relations courses in high school.

. . . It is my belief that schools are missing their chance if they do not provide students with common sense and a sense of good judgment.

. . . Through organizations such as FBLA, the students are able to develop self-confidence and strong, agressive leadership traits.

. . . Today young people have the opportunities to become better educated than any previous generation . . . they have to be awakened to this fact."

Jones Hooks
Speaker

TOPIC: THE RELEVANCY OF EDUCATION IN MEETING THE CAREER EDUCATION NEEDS OF ADULTS

"When I think of the disadvantaged adult, my mind 'beams in' on the typical black adult between the ages of 18 - 30, who is either unemployed or underemployed.

. . . If he is unemployed, he is loitering around the 'day-job pick up corner,' the pool hall, the bar or houses of lewd activities, just waiting for an opportunity to take out his hostility toward middle-class America by robbing, assaulting or committing some crime at a time convenient to him.

. . . If he is employed, he is on a 'dead-end-job' which requires no special skills. In other words, he is a person the traditional values and school programs have failed to reach.

. . . In my state and in probably all the states represented here, the area vocational-technical schools and manpower development training centers are the largest career development agencies available to the population discussed in this presentation.

. . . For too long, vocational educators have felt that the system used to change one's behavior for employment had to be terminal and had to cover a definite period of time.

. . . There are many so-called special career development programs which are identified by a variety of terms, e. g., the Learning Education Program (LEEP); Development of Family Life Skills. These programs meet the test of relevancy for the disadvantaged becuase they give attention to one of the basic links in the chain of desirable human development, wholesome family life.

. . . I believe it is generally agreed that the rhetoric concerning the need for adequate and efficient career development programs for the disadvantaged adult population is beginning to come forth in audible tones from the Federal government.

. . . I am ashamed to say that the amount of money appropriated to implement these programs is far from sufficient.

. . . These limitations of participation by the disadvantaged in relevant career development programs are traceable to a great degree to the lack of sufficient financial support.

. . . It appears to me, if these programs are to make the desired impact on the disadvantaged population, some type of Marshall Plan funding must be provided.

. . . The accountability of this relevancy must not be measured in terms of what these programs set out to accomplish, but in terms of the quantity and quality of the desirable behavior changes they cause.

. . . I sincerely feel that this kind of efficiency can be promoted in educational programs for the disadvantaged through a performance-based system of employment of administrators, teachers and guidance personnel in such programs.

. . . This is a system of identifying in precise measurable terms the personality, attitude, skills and knowledge one must possess in order to facilitate the learning process of the disadvantaged."

Clyde Hall
Speaker

## REACTOR PANEL

"I've learned from educators some really startling facts. One is that a child's IQ can be raised from 50 to 75 points before he goes to school. Another is that during the first 3 or 4 years of life, 50 percent of the development of intelligence takes place. Another fact is that with the use of adequate educational toys before a child goes to school, the IQ can be raised 17 points.

. . . This has something to say about play being a child's work and perhaps this is where career education begins. Of course, as stated yesterday, it begins far before this. It begins with a physically and mentally healthy mother.

. . .(One speaker) said that we need to study the desired behavior wanted after training. Some of the things that this persons spoke about were interest, honesty, loyalty, and good attitude, skill, interest and aptitude.

. . . I wonder if one of the important questions we can ask relative to the whole area of child development and teaching adults, and teaching youngsters how to be better parents, is how can we all work together as educators and social workers

and people from business and industry to learn more about this important area and to reach the child even perhaps before he gets to school?"

Ann Hall Taylor
Reactor

"The question was asked . . . have we really educated our youth? Just before that he (speaker) was speaking about the greatness of unemployment, turmoil, hate, violence, fear, and pollution. This is the area in which these kids are growing up and this is the way they think.

. . . I raise the question whether our system that produced our adults really trained our adults, or really educated our adults, if it leads to this kind of awareness on the part of our young people.

. . . He (speaker) raised the point which I had not even considered in this context, which I think is highly relevant, and that is the public relations issue.

. . . I don't know of a single class in vocational education, and I've been in a few, I'm sure there are some, that deals with the matter of public relations as an item; the relationship of the individual to the public that he is going to be a part of, or that he is a part of.

. . . Also, he said it was all-important that the young people think for themselves. I think that is excellent as long as it is not to only think of themselves. This again is where I think a public relations type . . . might have some relevance in terms of bringing these together.

. . . I raise a question whether the highly structured system we call our establishment does not in fact stifle, if not retard, the development of the individual's own initiative, the capability, the imagination and the opportunity to express itself and to develop.

. . . I'm wondering if perhaps our priorities in terms of the actual influence on decision-making isn't based on administrative problems rather than on the objectives of dealing with the individual.

. . . We're spending, you know, millions and millions of dollars on vocational-technical schools, but yet your own figures show that by and large these are not reaching the disadvantaged."

William M. Eves
Reactor

"Both of the men (speakers) said . . . that young people and adults want to be employable, happy, and productive citizens.

. . . I once talked to counsellors about their responsibilities and the kind of work they were engaged in . . . they were saying that the load is pretty heavy to do an adequate job of counselling. It is a big responsibility. There are a lot of students to counsel.

. . . What I think is important here is that both young people and adults are questioning the relevance of education.

. . . We have a tendency here to resist change.

. . . I asked them (school dropouts) specifically the reasons why they were engaged in these kinds of activities (criminal) and why they were not staying in school. To sum up the many things they said, 'Schools didn't hold enough interest.'

. . . One boy told me he recognized he had a very bright mind, and he did. He said, 'My teachers don't understand me. I complete my work ahead of time, so I've got extra time on my hands and unless the teacher can give me something that will keep me occupied, I lose my interest.'

. . . Then, of course, this builds up over a period of time and after a while he gets so far behind in interest that it is easy to drop out of school, and then pursue some of the other things that give him satisfaction.

. . . Both young people and adults want to be employable, happy, and productive citizens."

Xernona Clayton
Reactor

TOPIC: VOCATIONAL EDUCATION FOR THE 70'S

"In too many instances we have not supported the youth organizations to the extent that we should have. I feel this is one of the strongest components in the field of vocational education, and my observation is that we can learn much from them if we will just sit back and listen to some of the things that they have to say.

. . . We believe that education has failed to adjust to the needs of the American economy.

. . . In too many instances, as was mentioned earlier, the college degree was considered all-important.

. . . (It has been quoted) Fewer than 20% of our job opportunities will require a four-year college degree during the 1980's.

. . . Many people are forced to take the college preparatory curriculum because the opportunities are not available in vocational education.

. . . Career education along with vocational education has a much lower priority. And it is for this reason that millions of youth are leaving our schools with inadequate work skills.

. . . A student leaving high school today or in the future at least should be prepared or qualified to attain at least one of two different objectives. And in some instances the individual should attain both.

. . . The one being, the one that is generally accepted, preparation for entrance into an institution of higher education; and the second one, the individual should be able to develop a saleable work skill, so that he could become employable.

. . . We must build at all levels a new leadership and a new commitment to the concept of the career education system where we require leaders willing to move our schools into more direct and closer relationships with society's problems and its ever-changing needs.

. . . the support of the program of vocational education is verified by the state and local governments which invest more than five dollars for every dollar of Federal money in vocational education.

. . . The vast majority of high school youth never have the opportunity to enter a vocational skills program. And few of the 750,000 high school dropouts have a saleable job skill.

. . . Because we have not invested more in the preparation of youth for work, we are faced with an ever-increasing number of remedial manpower training and government work programs.

. . . We believe that it is time to make a concerted effort to move our system of public education to a career development educational system for all persons in all communities in the land.

. . . As I look at a career educational system, I see vocational education as a skill development component within that system.

. . . Some of the objectives of this kind of a program . . . to provide every young person that completes high school a saleable skill and assured entry to further education or training, either one or the other or both . . . to prepare those students who leave high school before graduation with a saleable skill and re-entry opportunities into education or training . . . to provide career orientation starting down in the kindergarten and guidance counselling and placement services to all students at all levels of education, to assist them in career choices and in making the transition from school to work, to job advancement, and in making job changes.

. . . We believe that vocational education must become part of the educational experience of all people. And bear in mind now I'm talking about vocational education as a part of the career education system.

. . . We need to have more emphasis on providing for the educational needs of the disadvantaged and the handicapped.

. . . We believe that vocational education must be responsive to the nation's present and future employment needs.

. . . Private schools and private industry must become an integral part of this total effort.

. . . We believe that vocational education must become a principal element in relevant educational programs beginning with kindergarten to adulthood."

Edwin L. Rumpf
Speaker

## REACTOR PANEL

"I had already counselled myself to the point that I was going to say that I'm not sure that career education is the proper term we are talking about in vocational education. What we are really talking about is substituting career education for general education and then our speaker beat us to the punch by emphasizing this in his presentation.

. . . It is not in the field of vocational education that we are changing the terminology; it is the general education field which needs the greatest change.

. . . It seems to me that in our structure of education when we are talking about 80 percent of the student population not graduating from college, we need to use something other than 'non-college-bound' which has a negative connotation stressing the ultimate as being a sheepskin at the end of four years of college.

. . . More important than whether or not they go to college is whether they are going to be gainfully employed, and whether they are going to be effective communicators and participants within their community.

. . . It seems to me that what we've done in vocational education, as an error in our approach, is to adapt academic structures to occupational education. In many cases, occupational education should be the foundation on which all education occurs."

Bob E. Childers
Reactor

"As stated earlier this morning, each individual hopefully wants to become an employable person, a happy person who fits into the society in which he lives. A rather big statement but truly is it not what should be a true objective for anyone whether a parent, a teacher, or a person working with an individual?

. . . I was greatly relieved when I heard (our speaker) explain what is meant by career education. At least to me it was an entirely different outlook.

. . . Clarifying that vocational education would be in the system of career education seemed to bring forward some very workable, saleable tools to use in promoting career education.

. . . How many parents know anything about vocational education? How many school administrators know anything about vocational education? How many teachers know anything about vocations, not only what they are, but what is needed by the person in worker characteristics, personalities, and skills?"

Elva Dietz
Reactor

"It is easier today for most high school graduates to make the transition from high school to college than it is to make the transition from high school to work.

. . . We in vocational education have a real challenge to plan programs for the seventies.

. . . (In group discussion) We talked about the fact that local and state governments are matching the Federal dollars five to one. This is a wonderful thing, but we do not want to let it be understood that the Federal dollar is not needed now just as much as it has ever been needed.

. . . We talk about developing the career educational system from kindergarten to twelfth grade. I think we need to be concerned about . . . how we are going to do it. What about personnel? We need people trained to do this type of thing . . . teacher training institutions. There is a terrific responsibility for this group.

. . . I concur with the speaker that vocational education probably should be experienced by all people. In fact . . . the statement was made at a conference . . . recently, that through a recent survey it was found that the college student

who had had vocational education on the average was doing better in college than the person who had only a general education.

. . . There are certain kinds of vocational programs today that are gaining momentum and are much more popular than some of the past traditional programs, primarily the work-experience type of program, the cooperative program.

. . . This (cooperative education) is an inexpensive type of program. It serves the needs of the student, the school, and the industry or business.

. . . I think sometimes the counselor is getting too much abuse and we are not looking at the supporting staff in the total school program.

. . . We need to involve business and industry more."

John Standridge
Reactor

## HIGHLIGHTS AND OVERVIEWS OF GROUP DISCUSSIONS

The following are statements from the group discussions relating to the Conference objectives.

### OBJECTIVE 1

To assess the present program of education in terms of the extent to which it meets the career education needs of youth and adults in the community.

There really is no commitment on the part of the public for vocational education. The superintendent must offer a commitment for a strong vocational program. Even then, the teacher must do his own recruiting of students. This recruiting must be constant. The community must be aware of vocational programs and the fact that they are not second class. Some pilot programs should be initiated to reach students at an earlier grade level to make them more aware of the vocational educational courses that will be available to them in higher grades.

Guidance counselors and other educators should learn the needs of industry through both academic and in-service training so that they might relate those needs to career education training programs.

There is evidence of a lack of guidance and counseling of students.

There is evidence of a lack of desire on the part of school administrators to change curriculum to meet needs of industry.

School programs should be flexible enough so that vocational instruction may be added when needed.

Objective 1 continued

Education should meet the needs of the individual child. Teaching doesn't mean learning is taking place.

A college degree has been sold to the public as a cure-all that will insure success. This attitude must be changed.

There is lack of representative advisory committees and craft committees at the local level. Many of the local committees that exist are very weak.

Program content in career education should be based on major goals with measurable objectives for each phase of the program.

OBJECTIVE 2

To assess the present program of education in terms of the extent to which it meets the needs of the economy.

Job obsolescence should be studied. Facilities and equipment should be improved. Obsolete equipment is still being used in many shops and laboratories.

In the case of vocational education, categorical aid has proved successful. Some areas of vocational education would not be funded except for categorical aid.

Vocational teachers should buy equipment similar to that used in the community.

Objective 2 continued

Business and industry have vast resources that could be utilized by educators in the development of career education programs.

Education must be improved as a whole. To do this more money is needed on a local, State, and Federal level.

OBJECTIVE 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

There is a wide difference between vocational needs and funds available on local, State, and Federal levels. Appropriations should be the same as authorizations under the Vocational Amendments of 1968.

It is difficult to justify the cost of vocational education in relation to general education.

Educators cannot continue to conduct educational programs in isolation. Advisory committees' recommendations for changes in curriculum to meet the needs of employment in industry of today should be utilized.

The cluster concept should be evaluated in light of present demands of the ever-changing economy, with adjustments where necessary.

Youth organizations should be given more recognition and their activities encouraged.

Objective 3 continued

Occupational orientation has been too general and must be improved. A re-definition of the mission of the public school system is necessary.

The cooperative education programs were emphasized.

Vocational education should justify why certain occupations are taught when employment possibilities do not exist.

OBJECTIVE 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness in order to insure the preparation of students for either employment or further education.

A closer relationship is needed between academic and vocational education. Therefore, a truly comprehensive educational program is desirable.

More flexibility is needed in vocational education.

A career development plan from K-12 should be developed. A suggested plan could be K-6 awareness of work; 7-8 career orientation; 9-10 career exploration; 11-12 career preparation.

Instruction for the disadvantaged should become individualized. A concentrated effort should be made to provide meaningful training that leads to employment.

Objective 4 continued

There is a need to educate our school administrators, counselors, parents and students as to what vocational education has to offer.

Vocational educational facilities and instructors should be as good, if not better, than those in general education. A broader curriculum relating academic subjects to vocational education is needed.

We should be looking for better reading materials for elementary schools, something vocationally oriented.

There is a need for funding that more realistically meets the needs of career education.

Improvement is needed in the curricula of several areas. Obsolete activities and training for non-existant jobs should be discontinued.

There should be an increased emphasis involving the community. A multi-media approach is needed to reach the interests of parents, business, industry and taxpayers.

We recommend the organization of a representative group of citizens for the purpose of formulating a "Master Plan" at the post secondary educational level. This Plan should project both short term and long term educational needs beyond high school on a comprehensive scale and include all people.

OBJECTIVE 5

To identify the areas of improvement in the educational system for which vocational education should be responsible.

The development of several Career education pilot or demonstration projects should be encouraged. These should be totally financed by Federal funds.

Broad accountability policies should be established. These should be applied to all grades and levels of education: local, State and Federal.

The number one problem is lack of money. States and localities are over matching the Federal dollar, in some instances, five to one.

Teachers should be given an opportunity to improve through pre-service and in-service teacher training. They should be given time off to update their skills in business and industry.

Colleges and universities should give credit for occupational experiences.

Recommend another conference which is hetrogenously oriented (students, counselors, educators, business, industry, government, etc.) to formulate clearer definitions for implementing goal strategy.

The ratio of counselor to students must be reduced.

Objective 5 continued

There should be a clearing house in USOE for review and dissemination of sound approaches and techniques in career education.

Counselors need upgrading in the requirements of today's world of work.

Provide the necessary technical assistance that will cause public education below the high school level to provide occupational information as a part of the overall curriculum.

There should be greater flexibility in the scheduling of vocational training classes to accomodate the following:

a. Incorporation of modular scheduling or quarter systems.

b. Greater emphasis on flexibility and individualized instruction in teacher education programs.

c. Requirements for entrance into and promotion in vocational education should be based on performance, not on hours of work completed.

Vocational education has a poor image. This image must be improved through better facilities, equipment, instruction and a public relations program.

Administrators, teachers, counselors and parents are not aware of what vocational education of the 70's is really like. Many people writing and speaking today with authority about vocational education are referring to vocational education of the 30's.

Objective 5 continued

There is a lack of articulation between agencies; business, industry, home, and schools at all levels.

The true story of vocational education should be told continuously using all media.

Programs should be continuously evaluated and upgraded to the extent that more of the better students will be attracted to vocational education.

FLOOR DISCUSSIONS

"We agree completely with what Dr. Marland has talked about in what he calls career education.... I want to speak for just a moment of the necessity of a sound, effective leadership at the Federal level in vocational education, and I'm going to tell you very simply what you can do as your part in this.... Virtually everything that has been said here today and yesterday is in consonance and in keeping with the job which vocational education has to do in the United States.

I'm concerned, as many of you should be and as many of you are, over the lack of real strong leadership at the very top level in Washington, one that has not given us the kind of continuity which we need; and one which I am afraid will not be offered unless you and I as constituents of our Congressmen make ourselves heard.

There is, at the present time, a Bill offered by Representative Quie of Minnesota which would provide for a Deputy Commissioner of Vocational Education. During the past week or perhaps during the early part of this week there was offered an amendment to this which would have reaped havoc with vocational education. Because your vocational directors of the several States and others let their voices be heard, this amendment was defeated.

Now, the point I am trying to make is simply this:those of you here assembled are the spokesmen individually and collectively for vocational education. If you believe that the kind of program which has been talked about here today and yesterday, in fact career education, or vocational education, whatever you want to call it, is going to be successful in the States and in the local districts, then you must let your Congressmen know of the kind of leadership and continuity which you want and have to have in Washington.

We simply must have strong leadership, a place in the sun, if you will, in the hierarchy of Federal decision making, and unless we have this...I don't think the job can be done.

They will listen to us. They have in the past, and I'm certain they will in the future."

Carl W. Proehl

"One thing has been brought to bear on me and that is that we, in industry, have problems, and after talking with you people here, listening to what you had to say, I think that you can help us with our problems.

I would urge you, not only on the national level but on the State and local levels, to give industry an opportunity to be a part of your program. I think that probably there is a sleeping giant here that you have not utilized."

Jack Glass

"I would like to say that we've heard the gospel preached here. We've heard all the correct things said, but I hope that we are all conscious that we have to go back into our own communities and say these same things. I have been to a lot of conferences and usually there are people with common interests. We sit and nod in agreement with one another. But when you go back into your community and say these things, you're going to find many people who do not nod in agreement.

Many of the most progressive ideas in education have foundered on the rock known as the local school board. These are usually composed of people who are conservative, sometimes reactionary, seldom educators, without a consistent philosophy of education other than maintaining the status quo.

So I urge you to go back with these ideas and build a constituency among parents, among business men with social concern, among educators, to help expound and reinforce what we have heard here."

Joseph Gannon

"I want to pose this question and I think it is rather provocative but it needs to be addressed.... How soon will National and other figures at Regional levels decide what career education really is, as a uniform definition."

O. P. Taylor

(Dr. Edwin Rumpf explains)

"At this time then is there a career education model available for people at least to begin using as a straw-man or something in order to develop our own educational model?"

Lois Luxner

"I think we can make available on a limited basis all of the materials that we have in Washington. The reason I say on a limited basis, all we've been able to do is Xerox copies in a sufficient number to make them available to the States. But certainly we do want to share them with people around the country."

Edwin Rumpf

"There are one or two things that I would like to say before we leave here, and the first thing is that it gives me a whole lot of satisfaction and a whole lot of enjoyment to know that we have a Secretary of HEW that has enough interest in vocational and technical education and career education to call a series of ten meetings over the United States to have a large number of educators and lay people discuss for two days the program of vocational education in this nation. This is the first time that this has ever happened.

Now, this career education, I agree with the question that has been asked of others, that we need to define 'career education'....I think we should invite in general educators, state superintendents of education, directors of instruction in the State Departments of Education and the Universities, and let's come up with a definition

of what 'career education' is, and then I think as vocational educators it's our responsibility to designate, to define, to spell out, what vocational education's role will be in career education.

Now, this being a conference of the Secretary of HEW, we must inform him beyond any question of doubt of the great concerns and problems, as well as the opportunities.

I have a little resolution here that I have prepared..... Mr. Chairman, I should like to read it and ask the group to vote on its adoption.

A. P. Fatherree

Note:
The resolution was read and a motion was made for its adoption. The motion was seconded and a voice vote was taken. The motion was adopted.

See RESOLUTION on page 53 - 54.

## RESULTS OF OPINIONNAIRE

### SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

### Views of Conference Participants - Part I

### Total Reporting - 174

**Introduction**

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

**Directions**

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describe vocational education?

   17 It has value for only the non-college bound student.

   83 It has value for every student.

   14 Emphasis in vocational education is on manual skills.

   6 It has the status of academic education.

   118 Vocational Education is preparation for work as well as further education.

2. Have you ever taken courses in vocational education?
   112 Yes 44 No

   At what level?

   6 Grade school
   84 High school
   11 Two year college
   62 Four year college

3. If you did not take courses, why not?

   25 They were not available
   6 Not interested

24 Preferred to take courses needed for college admission

2 Advised not to

1 Grades not high enough

____ Other, specify_____

4. Do the schools offering vocational programs in your community also have a job placement service? 107 Yes 56 No

5. Do you want your children to take

8 Vocational Education

136 both vocational and college preparatory subjects

5 college preparatory subjects

15 does not apply

6. Would you support the spending of more money for vocational education in your community? 163 Yes 1 No. If yes, should increased money come from:

90 Federal government

38 Private industry

86 State government

16 Tuition

79 Local government

68 All of above

____ Other, specify_____

7. Are there programs of vocational education available in your community? 164 Yes 3 No. If yes, at which of the levels listed below are vocational education programs provided?

55 Junior high school

120 Evening Adult Program

157 High schools

49 Industrial Plant Schools

80 Junior college

38 College

____ Other, specify_____

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 130 Yes 33 No. If yes, did you participate as a

23 Parent

14 Student

27 Employer

8 School Board Member

____ Other, specify_____

9. Should there be greater emphasis on introducing the world of work in elementary school? 168 Yes 2 No

10. Have you ever visited a vocational school? 173 Yes 1 No

11. Check the category which most accurately describes your interest at this conference.

20 Employer

7 Employee

121 Educator

2 Unemployed

11 Student

____ Other, specify_____

____ Other, specify_____

## RESULTS OF OPINIONNAIRE

### SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

### Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1 - Total Reporting 150

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

8 Most students looking for work have a job skill by the time they leave school.

33 About one half of the students looking for work have a job skill by the time they leave school.

107 Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

38 Most students are prepared for further education by the time they leave high school.

97 About one half of the students are prepared for further education by the time they leave high school.

11 Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

| | | |
|---|---|---|
| o re-entering the work force | 116 Yes | 20 No |
| o retraining to remain in the work force | 114 Yes | 22 No |
| o training for advancement in the work force | 115 Yes | 22 No |

1-d. Is the present school system in your community providing education in preparation for work to the following:

| | | |
|---|---|---|
| minorities | 109 Yes | 21 No |
| school dropouts | 102 Yes | 29 No |
| handicapped | 96 Yes | 27 No |

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Strengths

New technologies have been developed to meet current and anticipated needs of community.

Special programs have been developed to meet the needs of dropouts, disadvantaged, handicapped, unemployed and underemployed.

Progress has been made in the construction of new facilities to be used in carrying out emerging programs in the best possible manner and in attempting to meet individual needs of students.

Curriculums have been updated in existing schools and classes, keeping in mind that the end result will be a meaningful education to meet ever-changing employment requirements.

Guidance and counseling have been emphasized to assist students in solving problems to better enable them to cope with today's world of work.

**Weaknesses**

Insufficient interest and emphasis on vocational education.

Inadequate allocation of available funds for vocational education.

Teacher education is not sufficiently stressed.

Lack of guidance counselors.

School year too short - should be expanded to 12 months.

Objective 2 - Total Reporting 147

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

43 Most training programs are directed to the job demands of the community.

59 About one-half of the training programs are directed to the job demands of the community.

40 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

34 Most employers are able to locate the employees they need from the local schools.

66 About one-half of the employers are able to locate the employees they need from the local schools.

31 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

31 Most schools are flexible enough to provide the new training programs requested by employers.

36 About one-half of the schools are flexible enough to provide the new training programs requested by employers.

71 Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define needs and to participate in developing programs to meet these needs?

32 Most educational programs have active employer participation in the development of their curriculums.

32 About one-half of the educational programs have active employer participation in the development of their curriculums.

71 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Strengths

Industry and business leaders are becoming more involved in the planning of vocational education programs.

Area schools are being built to serve multiple school districts and reach more students.

Attitudes of administration toward vocational education are becoming more positive.

Commitments of local boards of education and administration are becoming stronger.

Weaknesses

Program offerings are not always designed to meet labor market demands.

Employer participation is not evident in current curricula.

Schools are too rigidly established in terms of curriculum and are inflexible in adapting to local needs.

Lack of sufficient funds to expand program to include flexibility.

Counselors place too much emphasis on college preparatory.

Parents are not concerned enough about their children obtaining training for employment.

Objective 3 - Total Reporting 117

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students?

89 Most high school students should enroll in vocational education courses.

19 About one-half of the high school students should enroll in vocational education courses.

2 Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

85 Resources should be shared among public schools, private schools, business, and industry.

5 Public and private efforts should be coordinated only for special groups, i. e. unemployed, handicapped, minorities, etc.

16 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

106 Most students

7 About one-half of the students

1 Few students

3-d. To what extent should vocational counseling be available to students?

106 Most high school students should have vocational counseling.

4 About one-half of all high school students should have vocational counseling.

0 Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults, and the economy.

All students should have vocational training as a source of motivation and to provide a job skill for those who do not go to college.

Vocational training offered in high school and in adult education courses should be geared to projected manpower needs of the community first, the State second, and the region.

Those in vocational education planning positions should work closely with industry, employment agencies, etc., to project manpower needs.

Vocational education should be an integral part of the total educational process from beginning to end.

Youth should be provided with a marketable skill or skills which would lead to or prepare students for initial job entry or post high training. Placement services should also be included as an important part of the role of vocational education.

To insure a stable economy trained manpower must be made readily available for changing needs through proper vocational training programs involving a close working relationship among all community resources.

Work with industry on a regular basis to insure all vocational programs are up-to-date and meet the needs of industry and the economy.

Develop the necessary media at the earliest level possible to assist in disseminating information about the work opportunities that exist in the community.

Objective 4 - Total Reporting 119

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

100 Integrate general and vocational education.

31 Contract with private schools to help prepare every person for employment or further education.

73 Provide incentives for private industry to help prepare every person for employment or further education.

54 Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.

84 Expand the school year to 12 months.

29 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

10 Other, specify

Strengthen existing vocational education by developing active measures to eradicate any stigma and create an equal status with academic education in terms of career development.

Employ flexible schedules, allowing students a greater choice of subjects.

Develop and use programmed instruction material in vocational areas.

Establish educational programs flexible enough to meet the needs of youth and adults.

Provide an educational system which will permit individual rates of advancement.

Require better performance objectives at both teacher and student levels.

Better utilization of multi-media in instructional areas as well as public relations to improve and strengthen vocational education.

Emphasize the teaching of people instead of subjects.

Involve the community in the development of occupational offerings that will serve all students regardless of ability.

Assess educational system in all areas, developing clear accountability policies.

Objective 5 - Total Reporting 101

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (√) the items listed below for which vocational education should be responsible; add items which have been omitted.

96 Orientation to the world of work.

88 Work study experience throughout junior and senior high school.

71 Assuring every student a marketable skill.

80 Vocational counseling for all students.

86 Educational credit for work experience.

35 Educational credit for home study.

82 Vocational exploration to facilitate occupational choice.

38 Appreciation of ethnic cultures.

78 Occupational preparation of post secondary students.

92 Occupational preparation, retraining, and upgrading of adults.

6 Other, specify

Provide a concentrated recruitment program reaching those who most need educational skills with emphasis on the disadvantaged and handicapped.

Initiate an employment placement service that will match jobs to related training and give feedback on program effectiveness.

Offer a total program of career education to every student from kindergarten through post high school.

Upgrade programs for the disadvantaged to highest potential.

Establish a closer relationship with industry, enlisting its assistance in solving the problems of occupational education, resulting in mutual benefit.

Work toward improving and maintaining quality of education in all areas of vocational education.

## RESOLUTION BY THE FACT FINDING CONFERENCE ON VOCATIONAL AND TECHNICAL EDUCATION - REGION IV

Atlanta, Georgia - June 2 - 3, 1971

We commend the Secretary of Health, Education, and Welfare for his interest in and his attempt to secure the facts about the vocational and technical education programs of the Nation. It is very encouraging to know that we have a Secretary with this concern about vocational and technical education. We trust that the facts about the needs, what is being done to meet the needs and what remains to be done have been clearly brought out and presented to the Secretary in order to assist him in his support of this program.

We commend Dr. C. J. Martin, Mr. George Wallace, and their staffs for the excellent planning and execution of the program.

We express thanks and appreciation to all of those who appeared on the program and to the leaders of the discussion groups.

This being a conference of the "Secretary of HEW", we must inform him beyond question of the grave concerns and problems, as well as of the opportunities facing vocational and technical education region-wide and nationally. We, hereby, state some of these concerns in a resolution.

WHEREAS, we want to make it completely clear to the Secretary and his staff that there have been great strides and vast improvements in vocational and technical education in the past few years, including vastly expanded and enriched programs for high school, post-secondary, adult, disadvantaged and handicapped people. New and innovative curriculums have been developed. Facilities have been greatly expanded and programs have been adapted to the changing occupational opportunities; and,

WHEREAS, we heartily endorse the concept of a career education system, if properly defined and if the role of vocational education is spelled out; and,

WHEREAS, there is much concern about the Federal support for vocational and technical education through a revenue sharing program with vocational education running the risk of losing identity and not being sufficiently financed; and

WHEREAS, the program of vocational and technical education as administered in this Nation has been an outstanding example of Federal, State and local partnership. To maintain this partnership there should be no change in the administration; that is, U. S. Office of Education at the National level, State Boards of Education at the State level and local boards of education at the local level. Nothing should be done that will interfere with the present channeling of the administration of vocational and technical education. Any change would cause much confusion as many of the States' constitutions specifically specify that public education will be administered by State Boards of Education. Federal laws should be so designed whereby Federal funds will continue to be allotted to the constitutional or statutory agency of the State designated for this purpose; and,

WHEREAS, we endorse the infusion of vocational and technical education with general education, if it is actually and truly career education, with the role of vocational education specifically defined and financed, but not if vocational and technical education is to be absorbed and turned over to general education; and

WHEREAS, the Nation is in dire need of expanded leadership for vocational education in the U. S. Office of Education.

THEREFORE BE IT RESOLVED, that this conference go on record urging the Secretary to support the statutory establishment of a Bureau of Adult, Vocational, and Technical Education in the U. S. Office of Education that will have the responsibility of administering the vocational education program as authorized in the 1968 Amendments to the 1963 Vocational Education Act and that this Bureau be funded with earmarked funds to insure efficient and effective operation; and,

BE IT FURTHER RESOLVED, that the Secretary of HEW request and urge the Administration's Budget Bureau to recommend the full funding of the authorized amounts of Federal funds for vocational and technical education, that the Federal support be provided through a direct appropriation and not through revenue sharing and that the funds be channeled specifically to State Boards of Education in the various States.

## APPENDIX

## SECRETARY'S REGIONAL CONFERENCE

## ON VOCATIONAL EDUCATION

## REGION IV

CABANA MOTOR HOTEL, ATLANTA, GEORGIA
June 2 - 3, 1971

## CONFERENCE AGENDA

8:00 - 9:00 REGISTRATION - Cabana Motor Hotel Lobby

9:00 - 9:20 OPENING SESSION - Castillian Ballroom

Chairman - C. J. Martin
Regional Commissioner of Education
Region IV, Atlanta, Georgia

Welcome - Frank J. Groschelle
Regional Director, DHEW
Region IV, Atlanta, Georgia

9:20 - 9:30 FIRST GENERAL SESSION - Castillian Ballroom

Chairman - George E. Wallace, Director
Adult, Vocational, & Technical Education
Region IV, Atlanta, Georgia

9:30 - 9:50 Topic: The Present Status of Education in Meeting the Career Education Needs of Youth and Adults.

Speaker: John W. Letson, Superintendent
Atlanta City Schools, Atlanta, Georgia

9:50 - 10:10 Topic: The Present Status of Total Educational System in Meeting Manpower Needs.

Speaker: William U. Norwood, Jr.
Regional Manpower Administrator
U. S. Department of Labor
Atlanta, Georgia

10:10 - 10:30 PANELISTS

R. D. Anderson, Executive Secretary
National Association of State Directors
of Vocational-Technical Education
Columbia, South Carolina

A. P. Fatherree, State Director
Vocational Education
Jackson, Mississippi

Lucy S. Pennington
Model Cities
Atlanta, Georgia

10:30 - 11:00 Break

11:00 - 12:00 Discussion Groups (10)

12:30 - 2:00 Lunch

2:00 - 2:20 SECOND GENERAL SESSION - Castillian Ballroom

Topic: The Relevancy of Vocational Education in Meeting the Needs of the Economy.

Speaker: Bruce M. Bradley
Director of Training
Ingalls Nuclear Shipbuilding
Pascagoula, Mississippi

2:20 - 2:40 PANELISTS

Felix Robb, Executive Director
Southern Association of Colleges
and Schools
Atlanta, Georgia

Purvis Collins
State Legislature
Winnsboro, South Carolina

U. D. McDonald
Employment Manager
Lockheed-Georgia Company
Marietta, Georgia

2:40 - 3:00 Break

3:00 - 4:30 Discussion Groups

Thursday, June 3, 1971

9:00 - 9:20 THIRD GENERAL SESSION - Castillian Ballroom

Topic: The Relevancy of Education in Meeting the Career Education Needs of Youth.

Speaker: Jones Hooks, National President
Future Business Leaders of America
Metter, Georgia

9:20 - 9:40 Topic: The Relevancy of Education in Meeting the Career Education Needs of Adults.

Speaker: Clyde Hall, Chairman
Division of Technical Sciences
Savannah State College
Savannah, Georgia

9:40 - 10:00 PANELISTS

Xernona Clayton
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Ann Hall Taylor, Supervisor
Special Programs & Projects
Frankfort, Kentucky

William M. Eves, Regional Director
Intergovernmental Relations Staff
Manpower Administration
U. S. Department of Labor
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10:00 - 10:30 Break

10:30 - 12:00 Discussion Groups

12:00 - 1:30 Lunch

1:30 - 1:50 FOURTH GENERAL SESSION - Castillian Ballroom

Topic: Vocational Education for the 70's.

Speaker: Edwin L. Rumpf, Director
Division of Vocational and Technical Education
DHEW, Office of Education
Washington, D. C.

1:50 - 2:10 PANELISTS

Elva Dietz, Counselor
State Employment Service
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Bob E. Childers, Executive Secretary
Committee on Occupational Education
Southern Association of Colleges & Schools
Atlanta, Georgia

John F. Standridge
Assistant District Superintendent
Vocational Education
Miami, Florida

2:10 - 3:00 Floor Discussions - Castillian Ballroom

Reactions from Participants.

3:00 - 3:15 Closing Remarks:

C. J. Martin
Regional Commissioner of Education

SPEAKERS

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## CLASSIFICATION OF PARTICIPANTS*

| | Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee | Other States | Region IV | Central Office | Total Attended | Total Invited |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U. S. Office of Education - Washington, D. C. | | | | | | | | | | | 10 | 10 | 10 |
| U. S. Office of Education - Region IV | | | | | | | | | | 37 | | 37 | 48 |
| Other Federal Agencies | 3 | 1 | 7 | | | | | | 3 | | | 14 | 25 |
| Employers (Private Enterprise) | 1 | 2 | 4 | | 1 | | 2 | | 1 | | | 11 | 33 |
| State Department of Education | 4 | 6 | 11 | 7 | 1 | 2 | 3 | 1 | | | | 35 | 85 |
| Other State Agencies | 1 | 2 | 3 | 5 | | | 2 | | | | | 13 | 63 |
| Public School Officials | | 7 | 5 | 1 | 3 | 1 | 2 | 2 | 1 | | | 22 | 53 |
| State and National Advisory Councils | 1 | | 1 | 1 | 2 | 1 | 1 | | | | | 7 | 13 |
| Professional Organizations and Associations | | | 7 | | | 1 | 2 | | 1 | | | 11 | 24 |
| Private Schools | | | 4 | | | | | 4 | 2 | | | 10 | 15 |
| Political Leaders | | 3 | | 1 | | | 2 | 1 | | | | 7 | 24 |
| Legislators | | | | | | | 1 | | | | | 1 | 10 |
| Community Colleges and Universities | | 3 | 5 | 4 | 2 | 2 | 1 | 1 | 3 | | | 21 | 28 |
| Area Vocational-Technical Schools/Institutes | 1 | | 4 | 1 | | 2 | 2 | 1 | | | | 11 | 18 |
| Special Projects | 3 | 1 | 2 | | | | | | 1 | | | 7 | 8 |
| Organized labor, apprenticeship, and other training councils | 2 | 2 | 2 | | 1 | 3 | 2 | | | | | 12 | 16 |
| Youth | | 2 | 4 | 1 | | | 2 | | | | | 9 | 21 |
| Model Cities | | | 5 | 1 | | 1 | 1 | 3 | | | | 11 | 31 |
| C. A. P. Agencies (Community Action Programs) | 1 | | 1 | 1 | | | | 2 | | | | 5 | 5 |
| CAMPS - Cooperative Area Manpower Planning System | | | | 1 | | | | | | | | 1 | 2 |
| Civil Organizations | | | 1 | 1 | | | | | 1 | | | 3 | 6 |
| Other | | | 15 | 3 | | | 1 | 2 | 1 | | | 22 | 22 |
| TOTALS | 17 | 29 | 81 | 28 | 10 | 13 | 24 | 17 | 14 | 37 | 10 | 280 | 560 |

*Individuals recognized on the basis of representation.